

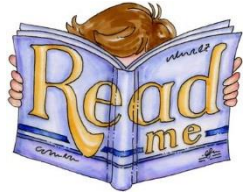


SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>ART (1 hour per week)</p> 	<p>We begin by revisiting a number of basic art practices and standardising students' understanding of Art and Drawing. To begin with, students will develop an understanding of "What is Art for?" by engaging with, and analysing, the work artists from different periods of time. They will embark on a portraiture themed project, developing both their understanding of representing themselves and their observational drawings skills. They then connect this work with the work of other artists.</p>	<p>The Spring term is when students will work with and develop an understanding of colour. They will use lots of processes and materials and will investigate some of the science of colour and important technical aspects like the colour wheel and light. Students will use paint safely and begin to understand its application and properties.</p>	<p>In the final term students will continue to work on the same thematic approach, this time exploring working in 3D by developing their use of materials and techniques involved in clay making and clay decoration surfaces. The students will learn to investigate, plan and refine their designs alongside the work of others in the hope of realising their ideas.</p>
<p>COMPUTING (1 hour per week)</p> 	<p>Once we have assessed your daughter's existing knowledge we study two topics: (1) ICT Etiquettes + General Computer Use. Your daughter will learn the importance of using email correctly and how to use search engines effectively. We also cover e-safety, which will include use of social networking sites, internet dangers, digital footprints and protecting personal data. (2) Computer Logic. Here we focus on computational thinking, using a range of software to write real life algorithms, design flowcharts, begin to apply computing jargon to given situations and design pseudo-code for testing.</p>	<p>Our third topic is Visual Programming. Using Scratch girls will apply their knowledge of computer logic to design and create a game in an up to date version of the software. They will also be learning about and applying elements of the systems life cycle. Unit four is Data Modelling, which entails implementing an interactive system based on a given scenario using the modelling software to apply mathematical operations, run real-time web queries, create macros and apply conditional formatting.</p>	<p>In our Computer Hardware unit your daughter will understand the fundamentals of Input, Output and Storage devices. She will have the opportunity to assemble a work station and install software. She will learn the language of computers and the theory behind how this works. In The Raspberry Pi + Text based programming your daughter will have the opportunity to explore the Raspberry Pi and work within a completely new environment. She will learn the practical aspects of connecting and configuring the Raspberry Pi before learning how to program in a text based language.</p>

ENGLISH
(3 hours per week)



At the beginning of year 7 your daughter will study the English Literary Canon, its origins and content. She will be introduced to a range of texts from different time periods and genres. Perhaps most importantly, she will be challenged to question the diversity and representation of the current canon and how a wider range of authors should be included in order to be more representative of 21st Century society.

In the run up to Christmas we study the 19th Century novel, 'A Christmas Carol' or 'Little Women'. Your daughter will be asked to reflect upon the historical and social contexts which informed its creation alongside key themes and characters. She will have the opportunity to reflect her understanding of the novel by writing a critical essay.

Our Travel Writing unit (Spring or Summer Term) focusses on the impact of tourism on the environment. Your daughter will be asked to reflect on how tourism may damage communities and habitats alongside the benefits of Eco-Tourism. We will encourage your daughter to find her own position in this debate and voice her views verbally and in writing.

The poetry we study aims to introduce her to a wide range of literary voices, such as Maya Anjelou's 'Still I Rise', Benjamin Zephaniah's 'The British', Bill Bilston 'Refugees' and Langston Hughes' 'Harlem'. Your daughter will develop her analytical skills by looking carefully at how poets 'speak out' about important issues. She will also have the opportunity to write her own poetry inspired by the poems she has studied

Your daughter will develop her creative writing skills. We use a range of texts to inform, inspire and model writing including Aesop's Fables, Oscar Wilde's 'The Happy Prince', Guy de Maupassant 'The Neckless' and Roald Dahl's 'Lamb to the Slaughter'. She will also have the opportunity to write her own story inspired by the works she has studied. At the end of the year students will study either Shakespeare's 'A Midsummer Night's Dream' or 'The Tempest'. Her understanding of the play will be developed through drama activities and discussion of key themes and characters. We also look closely at the historical and social context in which Shakespeare wrote with a view to developing her critical discussion of both the author's intentions and craft.

FOOD STUDIES
(90 minutes per week for 1 term)



In Design Technology Year7 students will do Food Studies for a third of the school year then Product Design and Electronics for the other half. This may be during the Autumn, Spring or Sumer term depending on which group they are in. There is a cross department theme of promoting healthy eating. Working safely and competently in a kitchen is the main focus for Food Studies, with the students making a number of dishes promoting "five a day" fruit/vegetable consumption and basic food preparation techniques. The students will also design and make party food. During the whole of Key Stage 3 the students follow the Licence to Cook programme.

FRENCH
(2 hours per week)



Your daughter will start this term with learning to give basic information about herself (name, age, talk about siblings and where they live). She will cover the language to talk about family members, pets, colours, days of the week and months, likes and dislikes. In grammar she will learn about genders, possessive articles (my, your) and adjectives (eg size and colours). Pupils will also start to use verbs such as 'to have' and 'to be' and will learn about French -er verbs in the present tense. Students will learn the skill of translating from French into English and from English into French. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing.

Students will learn new grammatical aspects such as possession and preposition and will use more verbs in the Present tense. They will learn vocabulary to describe clothes, weather, seasons and numbers to 100 as well as places in town. Pupils will be involved in a cross-curricular project with the Computing Department, requiring them to use both their French and their IT skills. At the end of the Spring Term, your daughter will be more confident with her grammar and will have developed techniques to learn new vocabulary and to deal with unfamiliar language.

Students will learn to ask and say the time as well as how to talk about school subjects (like and dislike) and their day at school and will cover the vocabulary of food and drinks. They will continue to consolidate all the grammatical aspects that we have covered so far but in different contexts and will learn more advanced grammatical points. Pupils are still expected to read for pleasure but also to acquire new language.

GEOGRAPHY
(90 minutes per week)



The Autumn Term begins with identifying the meaning of Geography as well as developing a 'sense of place'. This is then followed by a detailed study of the UK's 'geography' where a range of human and physical differences are identified and explained e.g. house prices, population density, climate and relief.

The Spring term sees the completion of our work looking at UK geography before commencing learning to do with important geographical skills: map reading. The rest of the term is spent studying the continent of Europe; focussing on important locational knowledge.

During the Summer Term we investigate environmental issues within the UK. A study of National Parks and 'heritage cities' leads on to a field visit to Rochester where primary data is collected, presented and analysed.

GERMAN
(2 hours per week)

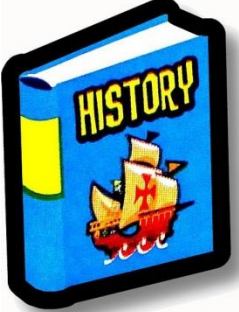


In the Autumn Term we cover the following topics: introductions, numbers, the alphabet, countries, pencil case items, dates, school subjects, expressing opinions, school timetable, telling the time, classroom language, food and drink, clothes and the German school system. We cover a large amount of grammar. Students will learn the skill of translating from German into English and from English into German. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing.

In the Spring Term our topics comprise: family, sport, hobbies and free time. We also cover the following grammar points: possessive adjectives (my and your), adjective agreements, plural forms of nouns, using 'gern', using 'sein' and 'ihr' and 'man kann' plus an infinitive.

In the Summer Term we cover the following topics: house and home, countries, weather, transport, directions, food and drink and summer holiday plans. We also cover the following grammar points: using 'es gibt', understanding that the verb is the 2nd idea in a sentence, using prepositions, recognising sentences about the past, understanding the difference between 'du' and 'sie', using 'ich möchte' structures and revising the present tense.


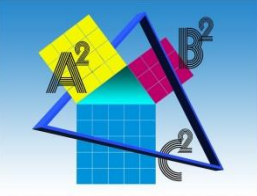
HISTORY
(90 minutes per week)





To start with your daughter will spend a brief period of time exploring the history of the school. This will introduce her to some basic historical skills such as the use of evidence and the significance of chronology. This will be followed by an introduction to the Anglo-Saxons which will lay the foundations for her study of medieval England during which she will examine issues such as medieval kingship and the impact of the Norman Conquest. These investigations will require her to develop an understanding of change and continuity but also an awareness of differing viewpoints on the past.

This term we focus on the development of Medieval England under the Normans. Of particular relevance will be the importance of religion and the growing tension between the monarch and the church as seen in the conflict between Becket and Henry II. She will then move on to a creative project studying the impact of the Black Death. The focus of this topic will be cause and consequence. Your daughter will be actively involved in the process of planning, researching and assessing both her own work and that of other students.

In the summer term your daughter will undertake an investigation into the Peasant's Revolt. This will give her a vital opportunity to assess the extent to which life for ordinary people in the medieval period changed. Towards the end of the year we will undertake a joint project with the Geography Department. The History component will focus on a study of medieval castles and cathedrals. A crucial part of this project will be an educational visit to Rochester to gather information on both the castle and cathedral.

<p>LATIN (2 hours per week)</p> 	<p>In Latin this year pupils will work through Unit 1 of the Cambridge Latin Course. This term, pupils are introduced to the basics of the language. Topics studied include word order, noun cases and some present tense endings. Throughout the year pupils will learn how the Romans lived in Pompeii. This term they focus on houses, dinners, the town of Pompeii and the forum.</p>	<p>Pupils build upon their grammatical knowledge from the first term, learning more noun endings and the imperfect and perfect tense endings. Pupils start to consolidate their understanding of the main concepts by translating short stories from the Dunlop textbook. Background topics studied include the theatre, slaves and freedmen, Roman beliefs about death, gladiatorial shows.</p>	<p>Pupils learn new noun endings, including those for the dative case and the superlative forms of adjectives. They consolidate their knowledge and understanding of the main language features learned in the previous two terms through worksheets and work from the Dunlop textbook. After learning about the baths and Roman schools, pupils do project work based on a background topic studied during the year. After the exams pupils will begin learning about different endings of the present tense.</p>
<p>MATHEMATICS (3 hours per week)</p> 	<p>In the Autumn term students study decimal notation and place value, how to multiply and divide integers and decimals by 10, 100, 1000, round decimals to the nearest decimal place, how to use units of measurement to measure, estimate, calculate and solve problems in everyday contexts, how to convert from one metric unit to another, negative numbers, use the equivalence of fractions, decimals and percentages to compare proportions, simple ratio and direct proportion, probability, estimates and approximations and the order of operations.</p>	<p>In the Spring term students learn about 2-D representations of 3-D objects and how to classify quadrilaterals by their geometric properties, angles associated with parallel lines, triangles and other polygons; how to use a calculator where appropriate to calculate fractions or percentages, multiply and divide an integer by a fraction, calculate percentages and percentage increase or decrease, and to use the equivalence of fractions, decimals and percentages to compare proportions, coordinates and transformations, linear equations with integer coefficients.</p>	<p>Topics to be studied in the Summer term include how to recognise and use number patterns, how to measure angles and use compasses for standard constructions, area, perimeter and volume and statistics. Students will also complete a data handling project during the term.</p>

<p>MUSIC (1 hour per week)</p> 	<p>In the Autumn term the fundamentals of music are introduced through both singing and composition. Work is first undertaken in the area of rhythm, followed by an examination of pitch and melody. Pupils will write their own rhythms and melodies, and perform these to the class. A second topic focuses on singing, and students perform songs as part of a class choir as well as creating their own arrangements of Christmas songs in small groups.</p>	<p>In the Spring term students begin by studying programme music, listening to a wide variety of music from the Classical and Romantic periods, and composing their own music on the theme of 'a storm'. This is followed by a unit on Indonesian Gamelan music.</p>	<p>In the Summer term, students first study jazz, learning about the fundamentals of jazz music and performing a jazz piece with improvisation. Their final unit of the year takes them back to rhythmic work, with a focus on rap.</p>
<p>PHYSICAL EDUCATION (2 hours per week)</p> 	<p>During the autumn term your daughter will study netball, hockey and fitness. The emphasis will be to develop their ability to perform basic skills accurately under pressure.</p>	<p>In the spring term, pupils study the more aesthetic aspect of the curriculum; gymnastics and dance. They will learn to create sequences that show fluency and control.</p>	<p>In the summer pupils study athletics and rounders. The majority of athletics disciplines will be covered, with pupils being expected to learn the basic techniques, rules and tactics.</p>

PRODUCT DESIGN
(90 minutes per week)



In Year 7, students study Product Design for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in.

In Year 7 Product Design, students work on two projects.

The 'Animal' project requires students to design and make a wooden ornament, in the shape of an animal of their choice, using traditional hand manufacture. This focused practical activity is specific and tightly defined. Students work individually with structured guidance to gain practical experience and confidence, using hand tools and machine tools.

The 'Enclosure' project requires students to design and make an architectural enclosure out of card, using computer aided design and manufacture [CAD/CAM], to fit a model they have constructed and programmed in electronics. This is a framed design and make activity with some constraints. Students work in pairs in a more independent manner to deepen practical experience and confidence in the workshop environment.

RELIGIOUS STUDIES
(90 minutes per week)



The Autumn Term begins with an introduction to the manifestation of religions in the modern city. Students then study the beginnings of Judaism including important stories like Abraham and Isaac and covering the concepts of Sacrifice, Repentance, Atonement and Penance. Students move on to the study of the Incarnation and the celebration of Christmas.

Students begin the spring term by studying the origins of Islam. This is explored through the life of the Prophet beginning with the Day of Power in Cave Hira. Students enjoy the film 'The Message' and also get to see the influence religious ideas have had on film and media. Students will then move onto the study of another great religious story, the Exodus. They will learn the story, explore its significance for Jewish people alive today, and learn how it is remembered during the celebration of Pesach.

Students will learn about the significance and importance of Holy Week for Christians. They will explore the key events recorded in the Christian Gospels and why Easter is still important to Christians today. Students will move on to explore the Hindu faith covering major beliefs, practices and religious figures. Students will also spend time preparing for, taking and reviewing their summer exams.

SCIENCE
(3 hours per week)



As an introduction to Science, pupils first learn about safety in the lab while conducting practical experiments. They produce safety posters based on lab rules that they have learnt and must follow them throughout their time at Woodford. After this, pupils study a topic in each of the three sciences in rotation. They start with a Biology topic covering inheritance and variation. Practicals include using microscopes to make slides. They then move on to a Physics topic about forces. This involves many investigations looking at how forces are fundamental to the world around us. Finally, pupils learn through models in a Chemistry topic about solids, liquids and gases. This topic includes conducting practicals using Bunsen burners for the first time.

Pupils continue learning all three sciences in this term. More complex practicals are conducted as pupils are now more familiar and confident with the lab surroundings, safety rules and the use of scientific equipment. Pupils begin with a difficult and abstract Physics topic of Energy. They learn the basic laws of energy conservation and learn about renewable and non-renewable energy resources. They continue their education of the environment and human impact on the environment in a Biology topic Survival. Practical work includes observing the behaviour of living organisms and sampling habitats.

Pupils learn about Chemical Reactions, a topic that mainly focuses on two very important chemicals in Chemistry, acids and alkalis. This topic involves many practicals and really enhances the experimental and investigative skills that have been learnt throughout the year. After this they will move on to the final Biology topic of Development and Change. Pupils also learn through research and presentations about the solar system. This is the final Physics topic in year 7.